

Subject: Social Studies Grade Level: 7 th Unit Title: Geography and the 15 th Century	Timeline Needed for Completion: 19 days Month: September
Big Idea/ Theme: Understandings <ul style="list-style-type: none"> • Geography • 1400s • Hundred Years War • Roman Empire • Middle Ages (Review bubonic plague) 	
Essential Standards History 7.H.1 Historical thinking 7.H.2 Effects of global interactions (war, imperialism, colonization) Civics and Government 7.C&G.1 Development of government Culture 7.C.1 Cultural values	Essential Questions: <ul style="list-style-type: none"> • How has the physical geography influence the lives of early civilizations? • How did the developments in the middle ages influence modern societies? • What is the purpose and source of power of the Roman republic? • Assess the purpose and source of power in dictatorships in Roman history? • Based on what you know, how would you explain Rome's democratic principles? • How did Rome have a lasting impact on the world in government, philosophy, art, drama, and literature in the present day? • What would you have done differently if you were the emperor of Rome? • Elaborate and rank the reasons for the 100 years war?
Essential Skills <ul style="list-style-type: none"> • Use charts, graphs, and historical narratives • Use maps, globes, and online tools to better understand geography and the impact it had on societies • Understand the impact of the middle ages on present day 	Assessment Tasks: <ul style="list-style-type: none"> • Projects, foldables • Create a timeline on the Roman Empire • Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact

<p>society</p> <ul style="list-style-type: none"> • Describe the importance of the Roman Empire and how it has effected todays society • Explain the impact Rome had on today's government • Understand the development of feudalism and how feudal relationships provided the foundation of political order. 	<p>on global population.</p> <ul style="list-style-type: none"> • Printable Geography quizzes • Webquests • Virtual Middle School Library 		
<p>Vocabulary</p> <table> <tr> <td> <p>Time periods Scarcity Imperialism Environmental factors Push/Pull factors</p> </td><td> <p>Population distribution Cultural expressions Pandemic Communicable disease</p> </td></tr> </table>		<p>Time periods Scarcity Imperialism Environmental factors Push/Pull factors</p>	<p>Population distribution Cultural expressions Pandemic Communicable disease</p>
<p>Time periods Scarcity Imperialism Environmental factors Push/Pull factors</p>	<p>Population distribution Cultural expressions Pandemic Communicable disease</p>		

Subject: Social Studies Grade Level: 7 th Unit Title: 16 Century	Timeline Needed for Completion: 22 days Month: October
Big Idea/ Theme: Understandings <ul style="list-style-type: none"> • 1500's • Age of Exploration • Renaissance • Reformation • Spanish conquistadors • Colonies 	
Essential Standards History 7.H.2 Effects of global interactions Culture 7.C.1 Cultural values 7.C&G.1 Development of government	Essential Questions: <ul style="list-style-type: none"> • How did humanism influence the development of the Renaissance? • How did humanism influence the development of the age of exploration? • How did art evolved during the time of the Renaissance? • Evaluate the most influential artists during the Renaissance. • Explain the disagreements that caused the protestant reformation. • Assess how the Catholic Church responded to the protestant reformation. • Explain the pros and cons of Christopher Columbus' exploration. • Elaborate how the Spanish conquistadors have directly impacted your life. • What impact did European explorers and conquistadors have on the indigenous people? • Explain the factors that made it possible for Europeans to take over 16th Century societies.
Essential Skills <ul style="list-style-type: none"> • Identify the most influential artists of the Renaissance 	Assessment Tasks: <ul style="list-style-type: none"> • Construct a map to demonstrate the path of Christopher

<ul style="list-style-type: none"> • Describe how the Renaissance effected today's society • Explore the art created during the Renaissance • Understand the causes and effects of the protestant reformation • Use maps to determine the path of the European explorers and conquistadors • Colonization, conquest, and imperialism may alter a people's way of life in positive and negative ways. • Conflict may begin as ideological struggle and end in physical violence. • There are multiple perspectives to understand and analyze in order to determine the effects of any type of conflict. • The effects of conflict are multifaceted. Economic conflict may alter the quality of life for citizens in various nations and regions. Political conflict may lead to the formation of alliances. Political and social conflict may require military intervention. Scarcity of resources and political power struggles may result in global conflict. 	<p>Columbus</p> <ul style="list-style-type: none"> • Solve a web quest on the Renaissance • Develop a Power Point on the Age of Exploration • Create a diary as if you were a European explorer
<p>Vocabulary</p> <p>Colonization Colonialism Conquest Imperialism Genocide</p>	<p>Refugees Cultural expressions Innovation Humanism Indigenous</p>

Subject: Social Studies Grade Level: 7 th Unit Title: 17 th Century	Timeline Needed for Completion: 19 Days Month: November
Big Idea/ Theme: Understandings <ul style="list-style-type: none"> • 1600's • Trade • Scientific Revolution • British and French colonies • English Civil War • The New World 	
Essential Standards History 7.H.1 charts/graphs/narratives/documents/primary and secondary sources 7.H.2 conflict/cooperative effort/interaction/disease Civics and Governance 7.C&G.1 political thought/western democracy influence/requirements and responsibilities citizen/compare sources of power Culture 7.C1 culture unites and divided/cultural expression	Essential Questions: <ul style="list-style-type: none"> • How do we learn about events and people of the past through literature, diaries, letters, debates, arts, and artifacts? • How have diverse immigrants affected the formation of the European colonies? • How could you analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean? • How would you explain why so many European indentured servants risked the hardships of bound labor oversea? • Compare and contrast 17th century colonists to today's 21st century society. • Why was the Scientific Revolution a logical extension of the Renaissance?
Essential Skills <ul style="list-style-type: none"> • Assess their suitability for life in a 17th-century New England colony • Describe the difficulties encountered by 17th-century New England colonists 	Assessment Tasks: <ul style="list-style-type: none"> • Write a letter or diary entry from the perspective of a 17th-century colonist, and incorporate historical information discovered in the lesson. • Read historical narratives, taking into account what the

<ul style="list-style-type: none"> • Describe the conditions faced by 17th-century colonists during their Atlantic crossings • Discuss a primary-source document describing a 17th-century Atlantic crossing • Synthesize information gained from primary source documents and online interactivities into a creative writing exercise 	<p>narrative reveals of the humanity of the individuals and groups involved (values, outlook, motives, fears, strengths, and weaknesses)</p> <ul style="list-style-type: none"> • Compare different perspectives on the heliocentric theory of the universe and role-play an imaginary conversation between Galileo and a representative of the Catholic Church.
<p>Vocabulary</p> <p>Military interaction</p> <p>Economic interaction</p> <p>Social interaction</p> <p>Scientific interaction</p> <p>Galileo Galilei</p> <p>Isaac Newton</p> <p>Disenchantment</p>	<p>Voltaire</p> <p>John Locke</p> <p>Gentry</p> <p>Parliament</p> <p>Monarch</p> <p>Geocentric theory</p> <p>Heliocentric theory</p>

Subject: Social Studies Grade Level: 7 th Unit Title: 18 th Century	Timeline Needed for Completion: 23 Days Month: December (13 days) January (10 days)
Big Idea/ Theme: Understandings <ul style="list-style-type: none"> • 1700's • Enlightenment • American and French Revolutions • Abolitionist movement • Judiciary Act 	
Essential Standards History 7.H.2 conflict/cooperative effort/interaction/disease Civics and Governance 7.C&G.1 political thought/western democracy influence/requirements and responsibilities citizen/compare sources of power Culture 7.C.1 culture unites and divided/cultural expression	Essential Questions: <ul style="list-style-type: none"> • What connections can you make between culture in the Scientific Revolution and the European Enlightenment? • Elaborate how the Enlightenment period was a turning point in the evolution of modern democracies. • Compare and contrast the Renaissance, the Reformation, the Age of Exploration, the Scientific Revolution, and the Enlightenment. How have they impacted today's society? • What are some examples of the causes revolutions? • To what extent did Enlightenment thinking play a role in the Revolution? • Explain how the original goals of the revolutionaries were and were not achieved? • In what ways did the revolution change over time? • Give historical examples of how violence bring about political change and is it effective? • To what extent does philosophy and ideology play a role in political change?
Essential Skills <ul style="list-style-type: none"> • Evaluate the economic, political, social and cultural climate of Old Regime France and explain how this climate was conducive to revolution. 	Assessment Tasks: <ul style="list-style-type: none"> • Investigate, using primary and secondary sources, how the Enlightenment played a role in the development of nationalism and republicanism for the French people.

<ul style="list-style-type: none"> • Compare the character of the French Revolution to that of the American Revolution. • Examine the origins and development of modern democratic forms of government, political equality, and the separation of powers in France. 	<ul style="list-style-type: none"> • Create a project based on that of the Old Regime and the Revolution • Create a Venn diagram comparing the French and American Revolutions
Vocabulary Absolution Baroque Constitutionalism Enlightenment Enlightened despot Limited monarchy	Natural rights Neoclassical Philosopher Salon Separation of powers Social contract

Subject: Social Studies Grade Level: 7 th Unit Title: 19th Century	Timeline Needed for Completion: 29 Days Month: January (10 days) February (19 days)
Big Idea/ Theme: Understandings 1800s Industrial Revolution British colonial empire Government War of 1812	Civil War Advances in medicine Population growth Inventions
Essential Standards History 7.H.2 conflict/cooperative effort/interaction/disease Economics 7.E.1 competition for resources/implication economic decisions/characteristics economic systems Civics and Governance 7.C&G.1 political thought/western democracy influence/requirements and responsibilities citizen/compare sources of power 7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions. Culture 7.C.1 culture unites and divided/cultural expression	Essential Questions: <ul style="list-style-type: none"> • What effects did the developments in transportation and communication have on the spread the Industrial Revolution? • Assess how the Industrial Revolution produced changes in the 19th century culture and society. • What was the role of capitalism and market competition in the Industrial Revolution? • How can technology improve and isolate society? • What events and actions caused the war of 1812? • Discuss how Thomas Jefferson and James Madison were the "Fathers of the Civil War". • Defend this following quote, "The South grew, but it did not develop." By the 1840s this was true socially, politically, and economically. • To what extent what slavery the cause of the civil war? • How do you account for the growth of cities, the urbanization, of the 1880s and 1890s? • Defend why many were against the industrial Revolution.

<p>Essential Skills</p> <ul style="list-style-type: none"> • Understand the developments in transportation and communication during the Industrial Revolution • Describe how the Industrial Revolution changes culture and society during the 19 century • Explain the role of capitalism and market competition during the Industrial Revolution • Describe the actions that led up to the war of 1812 • Understand the role that slavery played for the civil war • Identify how the advances in medicine led to population growth 	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Create a poster on an invention that helped the Industrial Revolution • Develop a timeline on the events and inventions during the Industrial evolution • Create a foldable comparing the culture of en, women, children, and the poor during the Industrial Revolution • Create a timeline on the events of the war of 1812. • Project on slavery • Create a population map on before and after the 19th century
<p>Vocabulary</p> <p>Imperialism Manifest destiny Socialism Communism Capitalism Industrialization Pandemic</p>	<p>Urbanization Confederacy Emancipation Proclamation Gettysburg Address Republican Party Regiment Slavery</p>

Subject: Social Studies Grade Level: 7 th Unit Title: 20 th Century	Timeline Needed for Completion: 34 Days Month: March (19 days) April (17 days) May (8 days)
Big Idea/ Theme: Understandings <div> <div> WW1 Great Depression WWII Cold war Vietnam Space race </div> <div> Transportation (Wright Brothers, Model-T) Rwanda Genocide/ Holocaust Bosnia-Herzegovina Communism Imperialism </div> </div>	
Essential Standards History 7.H.2 conflict/cooperative effort/interaction/disease Civic and Governance 7.C&G.1 political thought/western democracy influence/requirements and responsibilities citizen/compare sources of power Culture 7.C.1 culture unites and divided/cultural expression	Essential Questions: <ul style="list-style-type: none"> Argue that the period between 1901-1920 can be characterized as a long argument between interventionism and isolationism. Why was America socially, economically, and politically reluctant to become involved in what would become World War 2? Explain why World War 2 marked the beginning of a real civil rights movement among Black Americans. Verify why dropping the atomic bomb was necessary to ending the war. What perceptions or misperceptions at the end of World War 2 created the Cold War? Why did America emerge into the post-World War 2 era as a "super" power? Compare and contrast the Red Scare at the end of World War 1 and the McCarthyism at the end of World War 2. In what ways did the role of women change during the 20s and 30s?

	<ul style="list-style-type: none"> • What factors led to the civil rights act of 1964? • How have the events during the 20th Century effected you today?
<p>Essential Skills</p> <ul style="list-style-type: none"> • Conflict may begin as ideological struggle and end in physical violence. • There are multiple perspectives to understand and analyze in order to determine the effects of any type of conflict. • The effects of conflict are multifaceted. • Economic conflict may alter the quality of life for citizens in various nations and regions. • Political conflict may lead to the formation of alliances. • Political and social conflict may require military intervention. • Scarcity of resources and political power struggles may result in global conflict. • The source of political power in a society does not always rest in the hands governmental authority. • Instances were cultural groups were in complete opposition to one another such as disputes over belief systems and religious and other cultural practices. • Cultural activities make people resilient and can help heal the wounds of those traumatized by violent conflict. • In times of need, cultural expressions such as songs, writings and works of art can be a beacon of hope and comfort. • Ways in which the media transform society e.g. keeping people informed, but also the power to persuade people using certain images. 	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Create a timeline on the causes and effects of the World wars • Create a newspaper headline on the World Wars • Write a journal pretending you are a person during WWII and how it has effected you • Create an imaginary Facebook page from an important person during WWI and WWII and add friends from that era • Create your own propaganda poster
<p>Vocabulary</p> <p>Biological warfare</p> <p>Ethnic cleansing</p> <p>Treaty of Versailles</p> <p>League of Nations</p>	<p>Nationalism</p> <p>Imperialism</p> <p>Appeasement</p> <p>Soviets</p>

Joseph Stalin
Adolf Hitler
D-Day
Marshall Plan
Holocaust
Reparations
Militarism

Allies
Domino Theory
Geneva Accords
Vietcong
Ho Chi Minh Trail
Napalm
Draft
Propaganda

Subject: Social Studies Grade Level: 7 th Unit Title: 21 st Century	Timeline Needed for Completion: 14 Days Month: May
Big Idea/ Theme: Understandings	
Geography and Environment Haiti Tsunamis Earthquakes Heat waves/ Global warming	9/11 Tools of a geographer Economics and Finance Economic alliances Capitalism, socialism, communism Market
Essential Standards Geography and Environment 7.G.1 environmental conditions/demographic trends lead conflict/natural disasters 7.G.2 maps, charts, graphs population and conclusions Civics and Government 7.C&G.1 political thought/western democracy Influence/requirements and responsibilities citizen/compare sources of power Economics and Finance 7.E.1 competition for resources/implication economic decisions/characteristics economic systems	Essential Questions: •

Essential Skills	Assessment Tasks:
<ul style="list-style-type: none">	<ul style="list-style-type: none">
Vocabulary	
OPEC	
NAFTA	
G20	
WTO	
EU	
OAS	
Invest	
Credit	
Globalization	